



Problem Based Learning

The Aalborg Example: The visitors workshop at AAU

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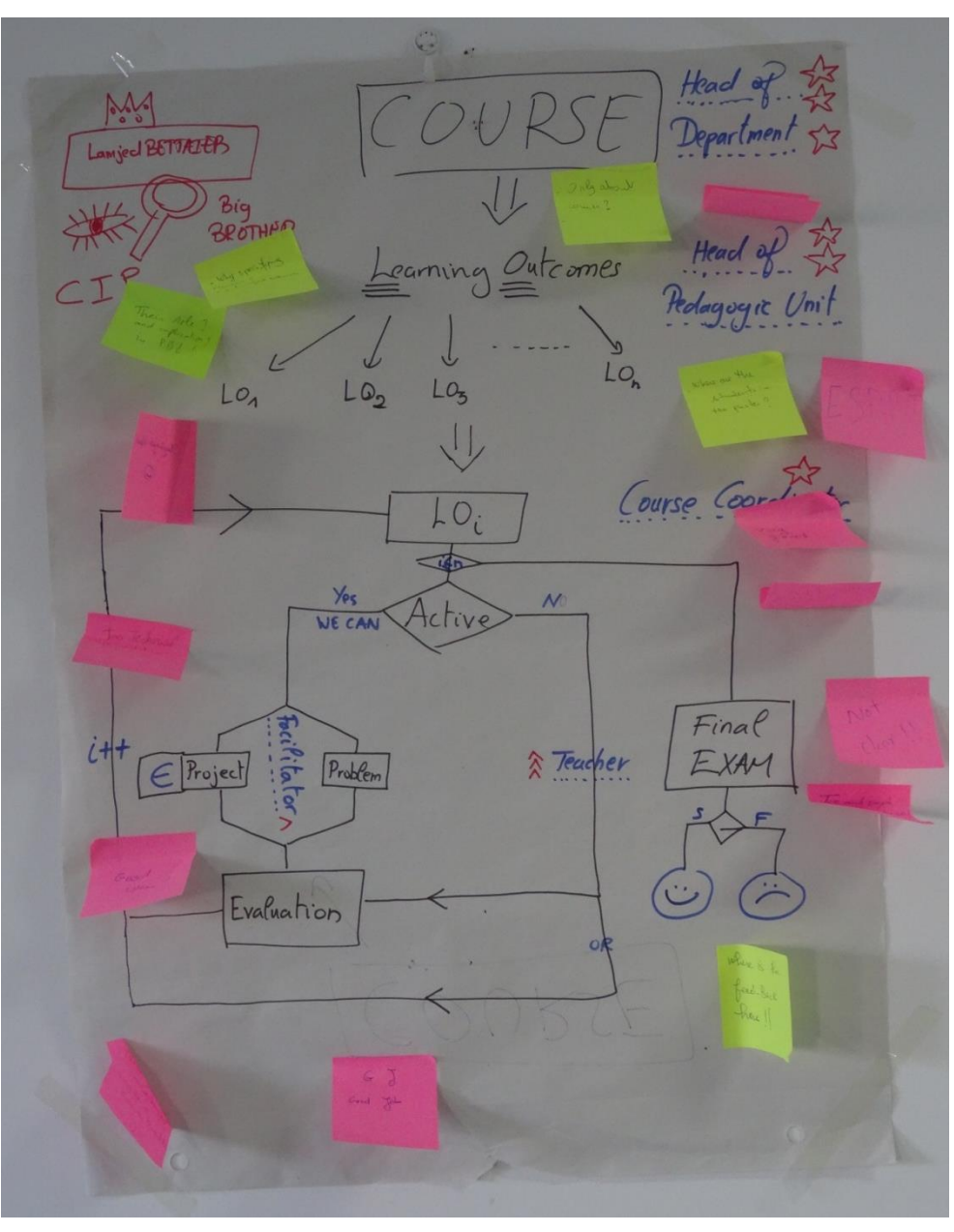
PROBLEM BASED LEARNING

THE AALBORG EXAMPLE: THE VISITORS WORKSHOP AT AAU

E. de Graaff¹ & A. Guerra¹

INTRODUCTION:

The Aalborg visitors-workshop gives an introduction to the Aalborg PBL model and to problem based and project based learning in general. The outline of the programme is presented below. The presentations are interactive with a lot of room for active participation, so you might say the new programme follows the principle of ‘*teach as you preach*’.



PBL PRINCIPLES:

1. Problem orientation
2. Project organization through teams or group work
3. Participant-directed
4. Experiential learning
5. Activity-based learning
6. Interdisciplinary learning
7. Exemplary practice.



GROUP SPRING 2015



WORKSHOP LEARNING OUTCOMES

- participants to gain a knowledge of PBL as a system and the various elements in the system: problems, projects, courses, learning objectives, assessment, students process skills (PBL-skills), content,
- participants to address critical issues such as: students’ “gap” of knowledge and skills, cooperation among teachers, authority, learning
- participants to develop a dynamic to do list for utilising PBL principles



WORKSHOP EVALUATION SPRING 2015

| Workshop logistics N = 14 | | | | | | |
|---|---|---|---|---|---|------|
| Please indicate your level of satisfaction (1=very dissatisfied / 5=very satisfied) | 1 | 2 | 3 | 4 | 5 | M |
| Information about the course was clear | 1 | 2 | 4 | 5 | 2 | 3.36 |
| Information about the course was in time | | 2 | 2 | 4 | 6 | 4.00 |
| Relevance of PBL materials to teaching and learning in your University | | 2 | 3 | 5 | 4 | 3.64 |
| Relevance of workshop material to your general academic profile | 1 | 2 | 3 | 6 | 2 | 3.42 |
| Workload of the workshop (1=too much / 3= satisfied / 5= too little) | | 1 | 7 | 4 | 2 | 3.50 |
| Presentations | | | | | | |
| Relevance of the programme to your University’s teaching and learning | | 4 | 4 | 5 | 1 | 3.21 |
| Relevance of the programme to your general academic profile | 1 | 3 | 5 | 3 | 2 | 3.14 |
| The level of active involvement during the presentations | | 3 | 5 | 5 | 1 | 3.28 |

PROGRAMME

| Day 1 | Day 2 |
|---|---|
| 09.00 - Welcome by the head of UNESCO Chair | 09.00 - Visit to departments at the campus |
| 09.30 - Introduction PBL; Definitions of PBL | 12.00 - Lunch |
| PBL models and learning principles | 13.00 - Assessment of study results in a PBL curriculum |
| The Aalborg Model | 14.00 - Question session & issues not covered |
| 10.30 - Project Work and teaching skills | 15.00 - Summing up and evaluation |
| 12.00 - Lunch | 15.30 - End of day |
| 13.00 - Case studies | |
| 14.00 - PBL and first year programme | |
| 14.30 - PBL courses for students and Question session with students | |
| 16.30 - End of the day | |



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